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## Application

### Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

### Application Details

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### 124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

#### 138462 - North Butler CSD TLC Application

#### Teacher Leadership and Compensation System

**Status:** Under Review  
**Signature:** Joel Foster  
**Submitted Date:** 2015-10-08 01:48:23  
**Submitted By:** Joel Lee Foster

### Applicant Information

#### Project Officer

**AN User Id** JOEL.FOSTER@IOWAID  
**First Name\*** Joel Lee Foster  
First Name Middle Name Last Name  
**Title:** Superintendent  
**Email:\*** joel.foster@northbutler.k12.ia.us  
**Address:\*** 513 Birch St

**City\*** Allison Iowa 50602  
City State/Province Postal Code/Zip  
**Phone:\*** 319-267-2205  
Phone Ext.

**Program Area of Interest\*** Teacher Leadership and Compensation System  
**Fax:** 319-267-2926  
**Agency**

#### Organization Information

**Organization Name:\*** North Butler Community School District  
**Organization Type:\*** K-12 Education  
**DUNS:**  
**Organization Website:**  
**Address:**

**Phone:** Iowa 641-816-5631  
City State/Province Postal Code/Zip  
**Fax:**

**Benefactor Vendor Number**

### Cover Sheet-General Information

#### Authorized Official

**Name\*** Joel Foster  
**Title\*** Superintendent  
**Organization\*** North Butler Community Schools  
If you are an individual, please provide your First and Last Name.  
**Address\*** 513 Birch St

**City/State/Zip\*** Allison Iowa 50602  
City State Zip

**Telephone Number\*** 319-267-2205

**E-Mail\*** joel.foster@northButler.k12.ia.us

#### Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

<b>Name*</b>	Shellee Bartlett		
<b>Title</b>	Business Manager		
<b>Organization</b>	North Butler Community Schools		
<b>Address</b>	513 Birch St		
<b>City/State/Zip</b>	Allison	Iowa	50602
	City	State	Zip
<b>Telephone Number</b>	319-267-2205		
<b>E-Mail</b>			
<b>County(ies) Participating, Involved, or Affected by this Proposal*</b>	Butler County, Floyd County		
<b>Congressional District(s) Involved or Affected by this Proposal*</b>	4th - Rep Steve King (R) <a href="#">Congressional Map</a>		
<b>Iowa Senate District(s) Involved or Affected by this Proposal*</b>	26, 27 <a href="#">District Map</a>		
<b>Iowa House District(s) Involved or Affected by this Proposal*</b>	52, 54 <a href="#">District Map</a>		

### Minority Impact Statement

#### Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. \*

Not Applicable

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

None

#### Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. \*

Not Applicable

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

#### Question # 3

3. The proposed grant project programs or policies are **NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT** on minority persons. \*

Not Applicable

If YES, present the rationale for determining no impact.

#### Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. \*

Yes

Name of Person Submitting Certification. \*

Joel Foster

Title of Person Submitting Certification\*

Superintendent

### Recipient Information

**District\*** North Butler Community School District  
Use the drop-down menu to select the district name.

**County-District Number\*** 12-0153  
This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

**Honorific** Mr.

**Name of Superintendent\*** Joel Foster

**Telephone Number\*** 319-267-2205

**E-mail Address\*** [joel.foster@northbutler.k12.ia.us](mailto:joel.foster@northbutler.k12.ia.us)

**Street Address\*** 513 Birch St

**City\*** Allison

**State\*** Iowa  
Use the drop-down menu to select the state.

**Zip Code\*** 50602

### TLC Application Contact

**Honorific**

**Name of TLC Contact\*** Heather Holm

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**Street Address\*** 513 Birch St

**City\*** Allison

**State\*** Iowa  
Use the drop-down menu to select the state.

**Zip Code\*** 50602

### Demographic Profile

**October 2014 Certified Enrollment** 641

**October 2014 Free/ Reduced Lunch %** 38

**AEA Number** 267

**Please select the TLC model number that most closely resembles your district plan.**

**TLC Model Number\*** Model 3 – Comparable Plan

### Narrative

**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

#### Abstract

The North Butler (NB) School District teacher leadership planning team convened this spring to review statewide exemplar applications and to write our own teacher leadership and compensation (TLC) proposal. The team is convinced that the proposed TLC system will have a lasting and significant positive impact on teaching and learning at NB. Our vision is to improve student learning by increasing teacher effectiveness through a system of collaborative inquiry built on teacher leadership and aligned to district and statewide goals.

Five goals drive the proposed TLC system:

<b>Goal 1:</b> Improve student achievement by strengthening instruction	While we are a high achieving district, there is room for improvement in our efforts to support each and every student to demonstrate a year of growth each year.
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<b>Goal 2:</b> Promote collaboration by developing and supporting opportunities for teachers to learn from each other	We seek to complement the current work of our Professional Learning Communities to create a teacher-led professional development system through which teachers learn, grow, and improve practice together.
<b>Goal 3:</b> Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	While teacher leadership exists informally, we seek to create new, formal roles to create avenues through which teachers can develop and use leadership skills, providing enhanced career opportunities for teachers.
<b>Goal 4:</b> Retain effective teachers by providing enhanced career opportunities.	While we have quality teachers and low teacher turnover, teachers leave the district to pursue new challenges in education. We seek to decrease the percentage of teachers leaving the district to pursue other professional challenges by offering similar professional challenges locally.
<b>Goal 5:</b> Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long term professional development and leadership opportunities.	Through the proposed TLC system, we seek to build a rich culture of teacher professionalism that will make WSR an attractive and fulfilling place to teach, grow, and stay.

Our proposal is built on a Theory of Action: If we support a system that leverages teacher capacity to lead a process of collaborative inquiry using multiple sources of data to analyze student learning and teacher practice in support of teachers' individual and collective growth, then student learning will improve.

Our proposal is designed to initially connect to, support, and strengthen three school improvement initiatives underway in the district:

- Iowa Core implementation
- Multi-tiered system of supports
- Technology integration

The proposal also includes an ongoing needs assessment process to ensure school improvement structures, processes, and initiatives are data-driven and impacting teaching and learning in meaningful ways.

Three teacher leadership roles underpin the system:

- **Instructional coaches** who lead a process of collaborative inquiry with teachers and administrators to improve student learning at North Butler and mentor new teachers by providing immediate support and guidance
- **Professional development leaders** who lead professional development to support district and building initiatives and provide additional support to teachers
- **PLC team leaders** who plan and lead curriculum alignment and other work on initiatives in PLC team meetings

To avoid limiting the future to what we know today, North Butler School District proposes a teacher leadership and compensation system that is a defined set of teacher leadership roles, guided by a needs assessment process that rooted in the Iowa Professional Development Model that is designed to ensure teacher leadership is a dynamic system that flexes in real time to meet individual teacher, broader building, and holistic district needs.

**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number

Model 3 – Comparable Plan

## Narrative

Using Part 1 application narrative from previous application?\*

No

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The North Butler Community School District involved a variety of stakeholders in the planning process. The district sought volunteers from each building to serve on the initial teacher leadership planning committee, consisting of four teachers, the superintendent, all of the building principals, two members of the School Improvement Advisory Committee, two members of the school board, and the school improvement coordinator. The specific planning timeline, stakeholder involvement, and support are listed below.

**Planning Time**

Beginning in October 2014, NBCSD committed to applying for the Teacher Leadership and Compensation (TLC) grant. A committee was formed of teachers, community members, and administrators to discuss the process of the applying for the planning grant and ultimately the TLC grant. NBCSD utilized the planning grant funds to hire substitutes for teachers who were grant collaborators, attend trainings, and to hire a professional to help develop a framework for writing the grant application.

The TLC planning committee:

- researched teacher leadership structures
- investigated best practices for teaching and learning
- met with district leader currently utilizing the TLC system
- discussed how our current systems might flourish with the enhanced resources provided by this grant
- collaborated on the drafts and provided feedback

Once the TLC planning committee had finalized the draft grant application, an outside reader was hired to proofread the grant for content and mechanics. After the grant was submitted, the TLC district team created an implementation action plan in preparation for receipt of the grant.

**Stakeholder Involvement**

During the application process, an article was published in the district newsletter updating the community on the grant proposal and status of the application. The school board and SIAC (comprised of community members, school staff, parents, and students) were regularly informed of the progress on the grant application. At the conclusion of the process, the SIAC made a recommendation to the school board in support of the grant application written by the TLC committee. The school board was an integral part of the grant writing process as updates were regularly provided at meetings. As the application was written, school, community, SIAC, and board members provided input and made decisions that supported the district's desire to add instructional coaching positions as a part of our TLC program.

**Support and Commitment**

The NBCSD district believes that the TLC program will allow us to better meet the educational needs of teachers and students by enhancing current initiatives. During the grant writing process, district staff on the committee were invited to share comments and concerns. In addition, community stakeholders on the committee received many opportunities to provide input. Over the course of writing and revising our grant, the large-group TLC team attended many meetings and work sessions. Advice and expertise were gathered from AEA consultants and administrators of other districts who have had success in the TLC system. Collectively, over one 200 hours were spent collaborating on the grant proposal and sharing it with constituents to solicit feedback. The SIAC and school board voted unanimously in support of the TLC grant. The TLC committee is confident that steps were taken to involve key district stakeholders. The district is confident that the planning structure was thoroughly followed and is supported by all stakeholder groups in the district as evidenced in the data from our multiple surveys.

**Narrative**

Using Part 2 application narrative from previous submission? ☐ No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The ultimate vision for the NB TLC plan is to achieve our mission statement of *creating a positive learning environment that promotes high achievement, responsible citizenship, and success for all*. The NB School District long range goals are strongly tied to this vision and mission:

- All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.
- All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school.
- All K-12 students will achieve at high levels in science and be prepared for success beyond high school.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

North Butler's overarching TLC vision is:

*NB will create a plan to transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. Teacher leaders will be chosen through a clear selection process, which will allow multiple qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional teacher leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning.*

From our own district mission, vision, guiding principles, and long range goals the TLC planning committee then developed district goals for our TLC plan. Our district TLC goals mirror the goals set forth by the Iowa Department of Ed for the statewide TLC system.

Goal 1: Improve teaching and learning for teachers and students.

Adoption of the Iowa Core has transformed the work in which teachers in Iowa are engaged. At all levels of our district, from preschool through twelfth grade, our teachers are studying the Iowa Core standards and the Iowa Early Learning Standards. We have thirteen PLCs in different stages of alignment with the Iowa Core. An instructional coach at each level (elementary and secondary), along with PD and PLC team leaders, will allow for the needed differentiation and individualized support among the teams and professional development to implement the Iowa Core, including the 21st Century Skills and the Universal Constructs. TLC funding will allow our work with the Iowa Core to continue at deeper and more efficient levels guided by teacher leaders appointed through a rigorous selection process. Students will benefit from the work of the teacher teams in terms of more rigorous, relevant, and engaging learning activities aligned with the Iowa Core.

Goal 2: Improve achievement of all learners.

NB has experienced changes in our student population over the last five years. For example, the chart below depicts the change in some of our demographic groups from 2009 to present.

2009-2010	Minority	White	Low SES
Allison-Bristow	2.78%	97.22%	29.17%
Greene	3.16%	96.84%	24.21%

2014-2015	Minority	White	Low SES
North Butler	5.30%	94.70%	37.42%

These demographic changes have presented our district with challenges in ensuring we provide equitable learning opportunities for all. One expectation for the teacher leadership positions provided by the TLC grant will be to design professional learning opportunities and coaching in evidenced-based instructional strategies. We have a discrepancy in student achievement between many of our subgroups and our all students category. For example, 4th grade reading data for 2014-2015 shows 74% proficient in the 'all students', but proficiency of only 68% for students who are low SES and only 25% for students with IEPs. In addition, in grades 2-4 33% of the minority population score in the not proficient category. This data clearly shows a need to focus on enhancing learner supports for many of our students in addition to fully implementing the Iowa Core. As we continue these improvement initiatives, the TLC grant and the teacher leadership roles granted will greatly expedite and enhance the implementation process.

Goal 3: Enhance our climate of collaboration.

In our second year of full implementation of PLCs, a culture of collaboration has been established. The time for collaboration is limited to teachers in the same grade-level or department. For true growth and improvement to occur in our district, collaboration among teachers must expand to different grade levels and other subjects. Currently we do not have the leadership capability to fully engage all PLC teams in professional learning across grade levels and disciplines. Teachers are one of our greatest resources, into which we are often unable to tap because of time and funding constraints. The TLC grant will allow us to provide opportunities for more teachers to take a larger role in the change and improvement processes in our district. This teamwork will create a culture where all members share a collective responsibility for student learning.

Goal 4: Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.

Incorporating all of the aspects of the TLC plan will assist us in attracting and retaining teachers. As a small, rural district, we desire, but are not always able, to attract and retain a large, diverse pool of applicants. By eliminating the flat career path and providing multiple, meaningful teacher leader roles, we may attract and retain more applicants. All teachers in the district will feel more supported and part of a culture of collaboration when all teachers, through mentoring, modeling, peer coaching, and the work of the PLCs, are held mutually accountable for student learning. No longer

will one teacher in one room be solely responsible for student learning in that classroom. We desire a culture where ALL teachers play a role in supporting each other to improve the learning of ALL students.

Using Part 3 application narrative from previous submission? **No**

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

The mission of North Butler Schools is to create a positive learning environment that promotes high achievement, responsible citizenship, and success for **all**. We strategically chose the wording "...success for ALL" in order to include both students and staff. Research is clear that improving teacher practice will lead to improved student learning. The TLC plan will strengthen our initiatives of strengthening universal instruction by aligning with the Iowa Core, developing a multi-tiered system of supports for student learning and behavior when universal instruction is not sufficient, and integrating technology to increase student collaboration, critical thinking, creativity, and collaboration in all disciplines K-12. These initiatives will be strengthened by the teacher leader roles provided by the TLC grant through the framework of authentic, job-embedded professional learning through PLCs

Key School Improvement Initiative	How teacher leader roles will <u>connect to, support, and strengthen</u> the initiative
Strengthening universal instruction by alignment with the Iowa Core.	<p><b>Instructional Coaches</b> will provide guidance and one-on-one support in unit design, assessment planning, and best practice for instruction all aligned to the expectations of the Iowa Core. While structures are in place in the district toward greater alignment with the Iowa Core, the instructional coaches will support and strengthen those structures by training all teacher leaders in curriculum mapping. They will lead, support, and strengthen our K-6 standards based grading system aligned to the Iowa Core as we further expand implementation of that system to grades 7-12. Curriculum alignment data will be analyzed by instructional coaches, administration, and PLC team leaders to be used by PLC teams to strengthen unit planning and alignment.</p> <p><b>PD Leaders</b> will coordinate with instructional coaches to lead professional learning that will strengthen this initiative with instruction and support for teachers in ensuring fidelity of implementation of the Iowa Core standards in all subjects.</p> <p><b>PLC Team Leaders</b> will facilitate entry of curriculum information for curriculum mapping which will identify areas of gaps and overlap. PLC teams, led by their PLC leader, will be able to use the data from the mapping to guide their work in unit design.</p>
Developing a multi-tiered system of supports (MTSS) for student learning and behavior.	<p><b>Instructional Coaches:</b> In anticipation of receiving the TLC grant, we have added a school improvement coordinator who works in an instructional coaching and technology integrationist role. This position is evidence of our commitment to empowering teacher leaders and improving student achievement. Receipt of this grant will allow us to add additional instructional coaches at each level who will further support implementation of a district-wide multi-tiered system of supports such as developing and training teachers in research-based interventions and progress monitoring. In addition, instruction coaches will work closely as mentors with new teachers.</p> <p><b>PD Leaders</b> will provided an additional level of instruction of best intervention practices and support teachers in maintaining quality universal instruction. Teachers in these roles will ensure that grade level alignment to the Iowa Core continues. They will also enhance the staff's ability to meet the needs of students with individualized interventions through additional classroom activities and small group instruction as needed.</p> <p><b>PLC Team Leaders</b> share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district's multiple tiers of support by ensuring students receive the universal and tiered interventions they need.</p>
Integrating technology to increase student collaboration, critical thinking, creativity, and collaboration.	<p><b>Instructional Coaches</b> will be key to connecting our focus on 21st century skills to all other initiatives in our district. With only the school improvement coordinator and principal available for support, the addition of instructional coaches to our teacher leader team will allow us to strengthen the push to embed research-based technology practices into all classrooms in all discipline areas.</p>



Modeling, demonstrating, and training teachers in strategies focusing on student collaboration, critical thinking, creativity, and communication will be a primary function of the instructional coaches. With this focus by our instructional coaches in tandem with current support, we will further connect and strengthen our alignment with the Iowa Core.

**PD Leaders** will work under the direction of the instructional coaches and school improvement coordinator to continue to integrate technology in all disciplines. PD leaders will introduce, model, and provide support in the use of quality technology tools to enhance student collaboration, critical thinking, creativity, and communication. With our one-to-one laptop initiative in grades 5-12 and nearly one-to-one iPads in elementary grades, tools and applications available on those devices and online will further strengthen teachers' ability to engage students in activities that will prepare students for their futures.

**PLC Team Leaders** will support this initiative by engaging their PLC teammates in protocols, such as the fine tuning protocol, in order to allow teachers to peer review lessons or units to ensure strategies provided by instructional coaches are embedded in their instruction and assessment.

Using Part 4 application narrative from previous submission? ☐ No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

Currently, new teachers work with an assigned mentor through the AEA 267's Journey to Excellence program. Mentors and mentees attend four six hour sessions centered on the key components of the program:

- A clear focus on effective teaching using the Iowa Teaching Standards as defined in A Framework for Understanding the Iowa Teaching Standards and Criteria
- Preparation of experienced educators to serve as mentors
- Learning opportunities for mentors to use commensurate with the growth of beginning educators
- Meaningful formative assessment of the performance of beginning educators
- Time and support for the mentor and beginning educator to work together
- Understanding the relationship between the Iowa Teaching Standards and comprehensive evaluation
- Establishing the firewall between mentor and evaluator and acknowledging confidential relationship between the beginning educator and mentor

In addition, mentors introduce new teachers to NB's professional learning initiatives, help them learn district and building procedures, assist them in meeting peers, and help them acclimate themselves to their classrooms. We are proud that in the past fifteen years, no teacher has voluntarily left teaching.

In a survey provided to teachers in the district, extended time for individualized mentoring was identified as the primary needs in improving our program. We look forward to providing a mentoring program in the district that will allow us to tailor the topics to meet the unique needs of our new teachers and at the same time, familiarize them with the unique aspects of North Butler. During our program, the topics covered will include being a part of the community, leading parent-teacher conferences, preparing a portfolio, planning lessons, motivating talent, and understanding the evaluation process. Mentors will meet daily with their mentees at the beginning of school year and will be encouraged to visit each other's classrooms and conferencing about what was observed. Instructional coaches will serve as mentors so that new teachers are able to meet with them on demand and tailor meetings to the individual need of the mentee.

To accommodate the need for more time before the start of school, instructional coaches will be available five additional days before regular professional development. This will allow the mentor and mentee to complete a more in-depth study of North Butler's curriculum and curriculum maps that have been established by grade-level teams or departments and provide guidance on established strategies that North Butler uses for working with our ELL and SES students. In addition, the technology integrationist will be able to meet with the mentor and mentee regarding teaching in a 1:1 environment at the secondary level and a technology rich environment at the elementary level. The extended schedule will also allow mentor teachers to contact newly hired teachers to assist them with current curriculum and textbooks. This will provide new teachers access to these materials over the summer. Likewise, mentoring will not be limited to school-related issues. This can include helping new teachers with community-related questions, such as housing and recreation. We hope that starting a relationship with the mentors and the other district personnel early, will make new teachers feel more comfortable contacting their mentor as concerns arise, especially during the critical first few days of school. Mentors will also assist mentees in making connections with content specialists, PLC coaches, or technology integrationists within the district. Our current mentoring program does not allow for differentiation of topics for first-, second-, or veteran teachers new to the district. Our future instructional coaches in the mentoring role will be asked to develop, with district support, a basic curriculum and expectations for both mentors and mentees that are in their first year, second year, and veteran teachers new to our district. Our plan includes daily contact as new teachers work through their first few weeks of classroom expectations



and procedures to ensure a positive start.

Our plan also will assign a lighter load to first-year teachers. Depending on the teaching assignments, this may include one or more of the following: smaller class sizes, no or fewer duties, smaller class load, no athletic coaching assignments or no athletic coaching in back-to-back seasons, and/or being assigned fewer students who receive special programming. This practice will enable new teachers to focus their attention on a successful first year of teaching. Instructional coaches taking on the duties of mentors will have 100% release from teaching duties will have ten-day extended contracts to meet these needs and will be compensated an additional \$5,000 and pay per diem for ten additional contract days. This approach will provide mentoring on demand for new teachers to improve entry into the teaching profession.

## Narrative

Using Part 5 application narrative from previous submission?\*

No

### Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

North Butler actively sought input from teachers, parents, and community members on the planning committee and established three roles which support the district's goals and are aligned to ongoing district initiatives and professional development (PD). Instructional coaches, professional development facilitators, and PLC team leaders will collaborate to provide timely PD as well as support for individual teachers in order to increase student achievement.

Roles:

1. **Instructional coaches** who affect positive change by serving all teachers, mentoring new teachers, and advising district initiatives
2. **Professional development facilitators** who lead professional development on MTSS, differentiation of instruction, technology development, and other district needs
3. **PLC team leaders** who will guide implementation and alignment of the Iowa Core

North Butler identified these three roles for 16 teachers (29% of the teaching staff). The roles are defined as follows:

### Instructional Coach Job Description

**Purpose:** Instructional Coaches (2 positions) will serve many purposes:

- 1) lead a process of collaborative inquiry with teachers and administrators to improve student learning at North Butler
- 2) provide support for teachers who are new to the profession in their first two years of teaching or new to the district and
- 3) serve as a member of the leadership team by providing oversight for district-wide efforts related to curriculum, assessment, professional development, and related issues, including monitoring and evaluation of the proposed teacher leadership system.

Instructional coaches will use multiple sources of information to analyze student learning and teacher practice in support of teachers' individual professional growth and systemic improvement.

**Qualifications:** An instructional coach has successfully taught for three or more years (at least one year at North Butler), actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teacher, demonstrates gains in student achievement, and demonstrates skills in: a) data analysis, b) use of data to determine student need, c) design and implement interventions, and d) use of data to evaluate effectiveness of interventions, possesses skills and qualifications to assume the leadership role, and is evaluated by the school district as demonstrating the competencies of an instructional coach.

**Responsible To:** Building Principal and School Improvement Coordinator

**Payment Rate:** According to Certified Salary Schedule and approved stipend

**Additional Contract Days:** 10 additional contract days

**Major Responsibilities:**

- Develop and nurture peer relationships with teachers to engage in conversations, share experiences and knowledge, and collaborate
- Be a catalyst for change
- Observe teachers to understand to gain understanding of individuals' skills, strategies, approaches, demeanor, and personality in the classroom
- Analyze data and student work with teachers to identify strengths, isolate areas of need, determine trends, and highlight effective instructional strategies
- Provide content knowledge and pedagogical expertise through constructive feedback, modeling lessons, co-teaching, and professional development

- Challenge, encourage, and motivate teachers to develop skills and strategies that enhance professional practice and improve student learning
- Strengthen professional learning communities by asking questions, providing access to resources, encouraging reflection, challenging limits, and working to strengthen team culture
- Collaborate with administrators to set goals and identify priorities
- Provide consultative support related to student needs, standards, curriculum, instruction, and assessment to new teachers
- Meet periodically with the leadership team to facilitate two-way communication between the team and the building
- Provide oversight of the district's Teacher Quality, Professional Development, Iowa Core, and Teacher Leadership and Compensation programs

**Transfer:** Teachers who assume a leadership role as an Instructional Coach for only one year have the option of returning to their previous position. Teachers who assume a leadership role as an Instructional Coach for longer than one year will have the option of returning to a classification for which they are certified. If the teacher is certified in multiple areas, he/she will be assigned to an area that has a vacancy. If there are no vacancies in their area(s) of certification, the teacher will be assigned to the classification for which they are certified that has the least senior teacher to be reduced.

**Seniority:** Teachers who assume a leadership role as an Instructional Coach will continue to accumulate one year of seniority in their previous classification for every year they are an Instructional Coach.

Percentage of school day engaged in student instruction	0%
Percentage of school day performing teacher leader duties	100%
Additional Contract Days	10
Stipend	\$5000

#### Professional Development Facilitator Job Description

**Purpose:** Professional Development Facilitators (4 positions) will facilitate professional development. They lead professional development that will focus on the district's current initiatives, including (but not limited to) Iowa Core, technology integration, MTSS, and differentiation of instruction.

**Responsible To:** Building Principal and School Improvement Coordinator

**Payment Rate:** According to Certified Salary Schedule and approved stipend

**Additional Contract Days:** 5 additional contract days

**Major Responsibilities:**

- Engage in the planning, development, and implementation of professional development
- Attend additional 5 full-day training sessions and/or planning meetings
- Attend and contribute to planning meetings before and after each professional development or inservice day
- Facilitate book studies as a part of professional development
- Continue to provide district administration feedback and future direction of professional development needs

Percentage of school day engaged in student instruction	100%
Percentage of school day performing teacher leader duties	0%
Additional Contract Days	5
Stipend	\$3000

#### PLC Team Leader Job Description

**Purpose:** PLC Team Leaders (up to 10 positions) will organize and lead PLC team meetings during professional development. They guide the implementation of professional learning communities and team-based professional development that is aligned with the Iowa Core and the implementation of other district initiatives.

**Responsible To:** Building Principal and School Improvement Coordinator

**Payment Rate:** According to Certified Salary Schedule and approved stipend

**Additional Contract Days:** none

**Major Responsibilities:**

- Will assist teachers in adhering to team norms
- Will lead PLC teams in a process of aligning the Iowa Core and teaching the Iowa Core with increased depth and breadth
- Will help clarify and add meaning to essential learning outcomes for each subject or course
- Will lead the PLC teams in a process of developing and monitoring the attainment of SMART goals related to our school initiatives
- Will lead teachers in understanding student achievement data and the ability to create an action plan

- Will seek out and share best practice
- Will guide teachers in the direction of classroom exemplary practices
- Will offer support for assisting students performing below proficiency
- Will provide clear organizational structure to team meetings, including meeting agendas, Iowa Core documents, timelines and other requested documents
- Will participate in job-embedded professional development and training

Percentage of school day engaged in student instruction	100%
Percentage of school day performing teacher leader duties	0%
Additional Contract Days	0
Stipend	\$2000

Using Part 6 application narrative from previous submission?\*

No

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

The process for selecting teacher leaders at North Butler will be comprised of an application and self-assessment tool, a letter of recommendation, and an interview with the selection committee. This process closely mirrors the current hiring practices in the district.

The selection committee will be the team charged with screening and selecting potential teacher leaders (like an interview team). The selection team membership will include administrators, teachers, and other staff as needed. The teachers and other staff on the selection committee members will be:

- Allowed to serve for no more than two consecutive years.
- Comprised of a balanced representation of departments/subject areas as possible.
- Nominated by peers.
- Asked to serve by the building administrators, if there are too few or too many volunteers.
- In good standing, having met the Iowa Teaching Standards as demonstrated by the district evaluation tool.

The first phase of the selection process will be the presentation of the leadership positions to the teaching staff and provide them with a self-assessment tool to help each staff member decide if this is a role that he/she wants to pursue. The self-assessment tool will ask candidates to rank themselves based on desirable coaching characteristics on page 23 from Daniel Venables' 2011 book, *The Practice of Authentic PLCs*. This self-assessment tool will be a survey type questionnaire where the applicant can score himself or herself against a scale that would show the potential compatibility between the applicant and the position.

The second phase is an online application form where applicants will be given a set of questions to be electronically submitted. Included in this set of questions the applicant must provide evidence showing competence in specific areas. For example, an applicant may have to provide documentation that he or she meets the nine Iowa Teaching Standards by giving an example how each standard is met. Included in this application process will be a letter of recommendation from a peer or administrator. The letter of recommendation should highlight the applicant's leadership qualities and ability to perform the duties of the teacher leader role. A rubric-based approach will be utilized to determine which applicants will be invited to participate in face-to-face interviews.

The third phase will consist of a face-to-face interview with the selection committee. Following completion of the application process, the applicants will be rated by the selection committee based on a rubric adapted from materials created by the Center for Teaching Quality, 2012. Scoring will be based upon rubric criterion; including but not limited to:

- a minimum of standard license
- a minimum of one year in the district (preference may be given to teachers serving full-time in district at the selection committee's discretion)
- significantly high scores on established rubric criteria
- evidence of professional growth including, but not limited to the following: additional coursework in the content area, additional certifications, degrees, training, teacher evaluation, career development plan

Additionally, teacher leaders will be selected based upon potential for the greatest impact on student achievement and the best skill set match for meeting the academic needs of students.

The effectiveness of the candidates will be measured by the information gathered during the multiple selection process steps including answers on the initial application, answers to interview questions around teaching strategies, leadership experiences, and professional growth. Collected evaluation tools that reside in the district will provide a final piece of evidence of teacher effectiveness.

Professional growth will be a critical component in the criteria for selecting teacher leaders. As a district, we encourage teachers to obtain additional training to improve their craft of teaching and to share that knowledge with team members. Through the application process (online application, resume, letter of recommendation, and interview) the selection committee will specifically score the applicants' professional growth based on rubric criteria. Active participation in recent district professional development initiatives, attendance at regional conferences on related topics, and self-initiated professional learning communities will be scored on the rubric. Enrollment in training provided through the AEA course offerings such as mentoring, EdInsight, PLC, technology, RTI, PBIS, and MTSS trainings would also show a commitment to professional growth. Finally, applicants' in-district evaluations and career development plans will be used to show evidence of the ability to use student learning data to set a SMART goal, designing action steps to reach that goal, analyzing data on achievement of the goal, and reflection throughout the entire process.

Teacher leaders will remain in these roles without reapplying with positive evaluation results and evidence of continuous improvement. The career development plan may include opportunities for additional training in strategies needed in a leadership or coaching role. In order for each position to be successful, teachers serving in those roles will remain up-to-date with current best-practice instructional strategies through available PD resources of which the district will provide time and resources for training. The teacher leaders will meet every other week in a PLC format and will provide monthly assessments of program effectiveness to the administration (tool to be determined).

## Narrative

Using Part 7 application narrative from previous submission?\*

No

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders have an extensive role in the development and delivery of North Butler Community School District's Professional Development Plan. NBCSD aligns their planning phases and incorporates the key elements with the the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	<b>Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders</b> will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assist in the development a district-wide PD plan.
Collect and Analyze Data	<b>All District Teachers</b> will collect and analyze student data according to the North Butler Assessment Plan. <b>Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders</b> will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment.
Goal Setting & Student Learning	<b>Instructional Coaches and Professional Development Facilitators</b> will lead the goalsetting and instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc) to ensure that the

	<p>goals support the attainment of the Iowa Core.</p> <p><b>PLC Coaches</b> will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. PLC coaches will facilitate the peer review process with their team members using a “Notice and Wonder” protocol. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.</p>
Selecting Content	<p><b>Instructional Coaches</b> will review instructional resources to select the most effective, evidence-based materials to increase student achievement based on the Iowa Core. Instructional coaches will also demonstrate and review requested strategies and follow up with mentees to evaluate new strategies.</p> <p><b>PLC Coaches</b> will facilitate the exploration of the learning strategies that will be most helpful for student achievement in curricular areas.</p>
Designing Process	<p><b>The district</b> will monitor the delivery of professional development through the existing PLC structure.</p> <p><b>Instructional Coaches and Professional Development Facilitators</b> will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers.</p> <p><b>Instructional Coaches</b> will differentiate teaching needs of individual teachers and teaching teams by assisting in the creation of implementation plans.</p>
Training and Learning Opportunities	<p><b>Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders</b> or those with the necessary expertise will deliver district and building PD and will align with current district initiatives including Iowa Core alignment and implementation, MTSS, and technology integration. Instructional Coaches will co-teach and model learning strategies being studied in PD. PLC Coaches will support teachers on their team in the implementation of initiatives.</p>
Collaboration	<p>Our Professional Learning Communities structure is an example of true collaboration PK-12 and supports one of our district's guiding principles, “Collaboration is our culture.”</p> <p><b>Instructional Coaches and PLC Coaches</b> will lead PLC work through collaborative design and facilitation of professional learning when implementing the multi-tiered system of supports. PLC coaches will collaborate with administration and the curriculum director by sending them PLC team meeting notes weekly. Instructional coaches will also provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.</p>
Implementation	<p><b>All Teacher Leaders</b> will focus on the priority of the district TLC plan that is to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposefully based professional learning delivered through our existing PLC structure. The implementation will be studied through TLC developed surveys, data study, and implementation notes.</p>
Formative Evaluation	<p><b>Instructional Coaches and Professional Development Facilitators</b> will collect and analyze progress data on professional development implementation through surveys and student achievement data. The results of the formative data set based on this information will be shared at Building Leadership Team meetings.</p>
Program Evaluation	<p><b>Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders</b> will use the following data points to measure the effectiveness of the</p>

	district professional learning plan: •student achievement data •score from the IPDM District Profile (self study) •implementation data from PLC team notes •walkthrough data from building principals This information will also be shared out with the district SIAC and the public.
Developing Teacher Career Plans	<b>Instructional Coaches, Professional Development Facilitators, and PLC Team Leaders</b> will evaluate and update the design format to record SMART goals, data, and action steps. <b>PLC Coaches</b> will assist teachers in writing their career development plans by analyzing data, setting SMART goals and designing action steps to meet those SMART goals. <b>ALL Teacher Leaders</b> will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.

Using Part 8 application narrative from previous submission?\*

No

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Measuring effectiveness of the North Butler TLC plan will be a two-pronged approach involving program evaluation and teacher-leader evaluation. In each case, the purpose of the evaluation is to determine the effectiveness of our TLC plan. The following goals will be used to measure the overall impact and effectiveness of implementing these teacher leadership roles into our district:

- 1 Improved instruction
- 2 Improved achievement of ALL learners
- 3 Enhanced climate of collaboration
- 4 Enhanced ability to attract and retain quality, innovative teachers

District TLC Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
Goal 1: Improve teaching and learning for teachers and students.	District initiative implementation walkthroughs three times/yr identifying: Formative assessment strategies, Iowa Core standards, Content literacy standards, Iowa Early Learning Standards, 21st Century Skills, and the Universal Constructs  District mentoring observations completed monthly to provide focused feedback to new teachers on best practices using the Notice and Wonder Protocol  District Leadership Team (DLT) meetings to review data and plan PD to meet learning needs  Annual Peer Review of all staff to provide focused feedback on best practices using the Notice and Wonder Protocol  Teacher participation in weekly PLC workshops focusing on aligning/developing curriculum with Iowa Core  Frequency and type of type of collaboration with teachers and mentees using Woodruff's Instructional Coaching Scale  Principal meetings throughout year to	Teacher survey data on perception of effectiveness of TLC program  EdInsight, TIER database, Iowa Assessment data will continue to be used to evaluate longitudinal data through the work of PLCs.  Effectiveness of teacher leaders will be evaluated in 4 ways: 1. Data from administrator walkthrough tool measuring implementation of district instructional initiatives 2. Performance evaluation based on district Teacher Evaluation System 3. Number of teachers increasing type of collaboration with



	<p>develop and update individual career professional development plans</p> <p>Current data will be evaluated through the work of PLCs using EdInsight, TIER database, NWEA</p>	<p>coach using Woodruff's Instructional Coaching Scale</p> <p>4. Results of teacher survey based on set criteria</p>
Goal 2: Improve achievement of all learners.	<p>Annual Iowa Assessment and other district-wide achievement and growth data</p> <p>-FAST, STAR, and other assessment data</p> <p>Other district formative and summative assessments</p>	<p>Iowa Assessment and other district-wide achievement data comparing 2013-15 to 2015-17 school years.</p> <p>AYP/SINA/DINA status</p> <p>State-approved attendance area ranking system</p> <p>Leadership Team meetings to review data and evaluate PD</p>
Goal 3: Enhance our climate of collaboration.	<p>PLC agendas/minutes</p> <p>Frequency and type of type of collaboration with teachers and mentees using Woodruff's Instructional Coaching Scale</p>	<p>Teacher survey data on perception of effectiveness of TLC program</p> <p>Number of teachers increasing type of collaboration with coach using Woodruff's Instructional Coaching Scale</p>
Goal 4: Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.	<p>Principal interviews assessing mentees' feeling of support and increased confidence of teaching abilities</p> <p>Number of district staff applying for teacher leadership roles</p> <p>Number of veteran teachers in teacher leadership roles</p> <p>District initiative implementation walkthroughs three times/yr identifying: Formative assessment strategies, Iowa Core standards, Content literacy standards, Iowa Early Learning Standards, 21st Century Skills, and the Universal Constructs</p> <p>PLC agendas/minutes</p> <p>Frequency and type of type of collaboration with teachers and mentees using Woodruff's Instructional Coaching Scale</p> <p>Self-evaluation of teacher leaders' professional growth using a tool such as the Teacher Leadership Skills Framework (from CSTP)</p>	<p>District teacher retention biennium data comparing 2013-15 to 2015-17 school years</p> <p>Exit interview data detailing reasons for leaving the district</p> <p>Teacher survey data on perception of effectiveness of TLC program</p> <p>Number of teachers increasing type of collaboration with coach using Woodruff's Instructional Coaching Scale</p> <p>Mentee survey data measuring perception of teacher mentor program</p> <p>Self-evaluation of teacher leaders' professional growth and level of satisfaction in the teacher leadership roles</p> <p>Administrators and</p>



		teacher leaders complete School & District Capacity to Support Teacher Leadership Assessment annually  Leadership Team annual district evaluation of TLC program
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The district School Improvement Coordinator will manage the system for program evaluation. Data gathered throughout the year from formative and summative state and local student assessments, teacher and teacher leader-self assessments, implementation data as documented in PLC meeting minutes and implementation walkthroughs, surveys and minutes from meetings with stakeholders, building and district leadership teams will be used to:

1. Determine the level to which professional learning experiences are implemented in the classroom.
2. Measure effectiveness and growth of teacher leader.
3. Measure the impact and effectiveness of the TLC program.
4. Revise TLC goals to align with current needs.
5. Revise district professional development plan to align with current needs.
6. Update the TLC plan annually to meet current goals.

Ongoing communication between administrators, teacher leaders, and mentees will provide a means to monitor progress. District administrators will assess the needs of teacher leaders and provide supports to ensure success.

Using Part 9 application narrative from previous submission?\*

No

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

The ability of our district to sustain the proposed TLC plan is strong because we have a clear vision of our plan's intent and purpose, we have stakeholder support and we have the personnel and resources to build the capacity needed to sustain this plan over the long term. The intense, collaborative process of developing our TLC plan refined our vision of how this plan will be implemented and sustained. The following vision statement, supported by the TLC team, drove our work in creating a TLC program that intentionally capitalizes on the outstanding teacher leaders who, informally, are already impacting all of our learners.

*North Butler will create a plan to transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. Teacher leaders will be chosen through a clear selection process, which will allow multiple qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional teacher leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning.*

By keeping this vision in mind while writing the plan, our team is confident we have a sustainable leadership plan that will positively impact student learning through collaborative teaching and coaching on proven instructional strategies.

As with the implementation of any initiative or plan, stakeholder support is critical to the success and sustainability of NBCSD's TLC plan. It was a goal of the TLC team to keep stakeholder groups informed of the evolution of our plan as it was being developed. Teacher representatives from the TLC team updated staff in their respective attendance centers. The local teachers' association and their regional director were given updates and drafts throughout the process. The school board was made aware of the plan's progress during updates at monthly school board meetings. The School Improvement Advisory Committee, made up of community members, parents, students, and school staff, was also given an overview of the plan and provided the TLC team with effectual feedback. We are confident our communication and collaboration in developing the plan has generated the needed support from all stakeholder groups to implement and sustain the plan.

North Butler has the personnel and resources needed to build capacity, support implementation, and sustain the program. As with the writing of the plan, oversight of implementation of the plan will remain a collaborative effort. At the district level, with the support and guidance from the board of education, the superintendent will be charged with the overall governance of the plan by working in conjunction with the TLC team, administrators, and teacher leaders. The superintendent's responsibilities will include, allocating financial resources, whether from the TLC grant or other funding sources, allocating personnel resources and asking the guiding questions to keep the program on track. Also at the district level, the school improvement coordinator will be charged with the day-to-day oversight of the district TLC plan. As part of these responsibilities in the TLC plan, the school improvement coordinator will work closely with the instructional coaches, professional development leaders, and PLC team leaders provided by the TLC grant to plan professional learning for teachers using the guidelines of the Iowa Professional Development Model specifically the Design Process for Professional Development (theory, demonstration, practice with support, and continued coaching p. 45 IPDM Manual). Professional learning experiences, tailored to the needs of each PLC team will then be provided by the teacher leaders.

The responsibility for evaluation of our TLC plan will be a collaborative effort. The school improvement coordinator will oversee program evaluation efforts with the assistance of teacher leaders, TLC team, and building administrators. Annual evaluation of the program will include the collection and analysis of student achievement data (including subgroup data), instructional coach scales (measuring coach/teacher interactions), implementation data and other sources. Evaluation of the effectiveness of the teacher leaders will fall to the respective building principal in conjunction with the school improvement coordinator who will use the agreed-upon evaluation tool developed by the TLC team using the *Model Teacher Leader Standards* (2009).

As evidenced in the previous paragraphs, the successful implementation and sustainability of our TLC plan will be a truly collaborative effort. Many will be involved in ensuring our plan is executed as intended, supported, and sustained. Not only will in-district personnel be involved, but other partnerships will also assist in having a successful plan. We will rely on the AEAs for training, such as coaching, technology, and data usage and analysis. With all of these layers of support and accountability, our TLC plan is sure to achieve its purpose of improving teaching and learning in the North Butler Community School District.

## Assurances

**Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.**

**Minimum Salary** – The school district will have a minimum salary of \$33,500 for all full-time teachers.\* Yes

**Selection Committee** – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\* Yes

**Teacher Leader Percentage** – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.\* Yes

**Teacher Compensation** – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.\* Yes

**Applicability** – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.\* Yes

## Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$54,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$144,000.00
Amount used to provide professional development related to the leadership pathways.	\$2,459.15
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
<b>Totals</b>	<b>\$200,459.15</b>

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

**Certified Enrollment Number\*** 641.1

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

**District Enrollment-Based Allocation** \$200,459.15

**Total Allocation** \$200,459.15

### Other Budgeted Uses - Description

Item description

Amount budgeted

\$0.00

### Total Allocation Budgeted

**Total Projected Amount to be Expended** \$200,459.15

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

**Remaining Allocation to be Budgeted** \$0.00

### Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

North Butler's current enrollment is 641. That number, when input to the Iowa grants application page brings a value of \$200,459.15. Our district will spend approximately 73% of these dollars on teacher salaries to fill vacancies left by teachers who will fill teacher leadership roles around the school improvement process. The remaining dollars will be used on leadership stipends and professional development for teacher leaders. The district has made strides in the last few years to raise the base salary. North Butler's base salary for the 2015-2016 school year is \$37,725, which is above the minimum of \$33,500. Therefore, no funds were budgeted to increase the base salary. Our plan includes adding two Instructional Coaches who will be out of the classroom 100% of the school day, have a ten-day extended contract, and be compensated an additional \$5,000. The plan also includes adding a total of four Professional Development Leaders. Professional Development Leaders will not leave the classroom. They will have five-day extended contracts and will be compensated an additional \$3,000. In addition, PLC Team Leaders will not leave the classroom. They will be compensated an additional \$2,000 for their work beyond the regular work day to prepare for their leadership roles.

The total cost for all stipends will be \$54,000 with the addition of FICA and IPERS. This includes additional compensation and per diem pay for extended contract days for all teacher leadership roles. In addition, removing two classroom teachers to fill teacher leadership roles be an expense of approximately \$144,000. This is based on an average experienced teacher's salary and benefits of approximately \$72,000. Finally, \$2,459 will be used for professional development for teacher leaders at North Butler in preparation for the new roles and for continuous improvement.

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